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ABSTRACT

This document deals with testing in communication arts for 11th graders in Missouri public schools. The document contains the following items from the Test Booklet: "Two Words" (Isabel Allende) (Session 1, Items 5, 6, and 7); "Gumshoes Turn to Internet for Spadework" (Nicole Gaouette) (Session 1, Item 5); a writing prompt; and a writer's checklist. It also contains scoring guides for the Session 1 Items, and the writing prompt. (NKA)

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ED 457 530

Missouri Assessment Program (MAP) Released Items - Spring 1999

High School Communication Arts
(Grade 11)

Packet Contents

From Test Booklet:

"Two Words" by Isabel Allende-- Session 1 - Items 5, 6 and 7
"Gumshoes Turn to Internet for Spadework" by Nicole Gaouette --
Session 1 - Item 15
Writing Prompt and Checklist

Scoring Guides:

Session 1 - Items 5, 6, and 7
Session 1 - Item 15
Writing Prompt

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Missouri Department of Elementary and Secondary Education

CS 510 624

BEST COPY AVAILABLE

A story "Two Words" from *The Stories of Eva Luna*
was used as a passage for
Session 1 of the High School Communication Arts
Missouri Assessment Performance (MAP) test.

"Two Words" Scribner's, an imprint of Simon & Schuster from *The Stories of Eva Luna* by Isabel Allenda, translated from the Spanish by Margaret Sayers Peden. Copyright c 1989 by Isabel Allenda. English translation copyright c1991 by Macmillan Publishing

5 Why is the story titled "Two Words"? Use information from the story to explain your answer.

6 What is the mood of "Two Words"? Use details and information from the story to fully explain your answer.

7 What is Belisa's main problem in this story? Use details from the story to explain how she solves her problem.

A story from *The Christian Science Monitor*
was used as a passage for
Session 1 of the High School Communication Arts
Missouri Assessment Performance (MAP) test.

"Gumshoes Turn to Internet for Spadework" by Nicole Gaouette, from *The Christian Science Monitor's* 7/16/96 issue, copyright 1996 by Nicole Gaouette.

Directions

Use <u>both</u> the story "Two Words" and the article "Gumshoes Turn to Internet for Spadework" to do Number 15.

15 Summarize the differences between career opportunities for someone living in the society described in "Two Words" and the society described in "Gumshoes Turn to Internet for Spadework." Use examples from both passages in your summary.

STOP

WRITING

Directions

Read the prompt in the box below.

> Two of the passages you read in Session 1 are about people who do not have typical occupations. Think about another unusual job that you have either heard about or for which you have seen a need. Write a paper in which you describe that occupation and explain why it interests you.

Use the space below for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing). You should use the prewriting activity that you usually use to plan your writing. Your work on this page will not be scored.

FINAL COPY

Directions

Now you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.

Writer's Checklist

- ☐ My paper has an effective beginning, a middle, and an end.
- ☐ My paper stays on the topic.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper contains a strong controlling idea.
- ☐ My paper progresses in a logical order.
- ☐ My paper includes specific and relevant details, reasons, and examples.
- ☐ My paper contains sentences that are clear and varied in structure.
- ☐ My paper includes effective use of paragraphing.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

For every box you did not check, make the necessary revisions on your draft before you write your final copy on Pages 9 through 12.

Session: 1

Item: 5

Page: 12

Content Standard(s): CA2

Process Standard(s): 3.5

Item 5:

Why is the story titled "Two Words"? Use information from the story to explain your answer.

Example(s) of a Top Score Point Response:

The title, "Two Words," probably refers to the main character's name, Belisa Crepusculario. She chose these words to be her name, which means beauty and twilight.

Score Points:

2 points	Response explains the significance of the title and supports the answer using information from the story
1 point	Response includes an overly general and/or simplistic explanation of the title, but is essentially correct and text-based
0 points	Other

Score Points:	
2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Session: 1
Item: 6
Page: 12
Content Standard(s): CA2
Process Standard(s): 2.4

Item 6:
What is the mood of "Two Words"? Use details and information from the story to fully explain your answer.

Example(s) of a Top Score Point Response:
The mood of the story is serious. The passage's focus, survival in an inhospitable land, demands a serious treatment. The author reinforces the mood by emphasizing the poverty of the people.

Score Points:

2 points	Response includes a complete and reasonable explanation of the mood of the story (serious, allegorical, inspirational, hopeful, tragic, optimistic, or another reasonable term) and uses details and information from the story as support
1 point	Response includes an overly general and/or simplistic explanation of the mood of the story, but is essentially correct and text-based
0 points	Other

SCORING NOTES:
- 1 pt. responses may include trivial reasoning or minor details from the text
- 1 pt. responses may include a simplistic and/or partial explanation

GENERAL SCORING NOTE: Response may discuss the change in mood in the story, but this is not required for 2 pts.

Score Points:

2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Session: 1

Item: 7

Page: 12

Content Standard(s): CA2

Process Standard(s): 3.1

Item 7:

What is Belisa's main problem in this story? Use details from the story to explain how she solves her problem.

Example(s) of a Top Score Point Response:

Belisa's main problem in the story is that she has to find a way to survive (through the drought/in her life). In order to solve her problem, she leaves her village and travels toward the sea. She then decides to sell words for a living, so she pays a priest to teach her how to read and write and buys a dictionary.

Score Points:

2 points	Response includes a complete and reasonable explanation of Belisa's problem and her solution to it, and uses details from the story as support
1 point	Response includes an overly general and/or simplistic explanation of Belisa's problem, but is essentially correct and text-based
0 points	Other

SCORING NOTES:

- 2 pts. response must include a solution that correlates to the problem
- 2 pts. response includes a valid text-based problem AND a <u>detailed</u> solution, i.e., "dying then recovery" OR "poor then career" OR "illiterate then skilled with words," etc.
- 1 pt. response identifies a valid text-based problem <u>only</u> OR identifies a valid text-based problem with an overly general and/or simplistic solution, i.e., "She is poor;" "She is trying to survive;" "She can't read or write and then she learns things"

GENERAL SCORING NOTE: Responses may include any of SEVERAL <u>major</u> problems or (at least partial) credit, including "illiteracy;" "starvation;" "ignorant;" "dying family;" "impoverished;" "uneducated;" etc.

Score Points:

2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Session: 1

Item: 15

Page: 18

Content Standard(s): CA2, CA3, CA4

Process Standard(s): 1.6

Item 15:

Summarize the differences between career opportunities for someone living in the society described in "Two Words" and the society described in "Gumshoes Turn to Internet for Spadework." Use examples from both passages in your summary.

Example(s) of a Top Score Point Response:

People in the society portrayed in "Two Words" probably have less chance for advancement. They are most likely born to their standing and occupation and don't have the opportunities to change. Belisa was probably unusual in this respect. On the other hand, based on "Gumshoes. . .," if people in today's society are willing to embrace technology and learn new things, they can go as far as their ambitions will take them. Their success will be somewhat tied to their circumstances, but overall, they are far more likely to get a satisfying and/or good-paying job than their counterparts in "Two Words."

Score Points:

2 points	Response includes a complete and reasonable summary of the differences between career opportunities in the two societies and uses examples from both passages as support
1 point	Response includes an overly general and/or simplistic summary of the differences between career opportunities in the two societies, but is essentially correct and text-based
0 points	Other

Score Points:	
2 points	The response demonstrates that the student has a complete understanding of the communications concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response demonstrates that the student has a partial understanding of the communications concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

Scoring Rubric
Writing Prompt
Session 2
HIGH SCHOOL
[Grade 11]

4 Points

The paper:

- has an effective beginning, middle, and end.
- uses paragraphing effectively.
- contains a strong controlling idea.
- progresses in a logical order.
- uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- uses precise and vivid language.
- contains sentences that are clear and varied in structure.
- effectively uses literary and stylistic techniques (such as imagery, humor, point of view, voice).
- reveals complexity, freshness of thought, and individual perspective.
- clearly demonstrates an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- has a clear beginning, middle, and end.
- uses paragraphing correctly.
- contains a controlling idea.
- generally progresses in a logical order.
- uses cohesive devices between and within paragraphs.
- addresses the topic using relevant details, reasons, and examples.
- uses precise language.
- contains sentences that are clear and show some variety in structure.
- uses literary and stylistic techniques.
- reveals some complexity, freshness of thought, and/or individual perspective.
- demonstrates an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling which are not distracting to the reader.

Scoring Rubric (continued)
Writing Prompt
Session 2
HIGH SCHOOL
[Grade 11]

2 Points

The paper:

- has a beginning, middle, and end.
- shows evidence of paragraphing.
- may contain a sense of direction, but may lack focus.
- may not progress in a logical order.
- may not use cohesive devices.
- addresses the topic but relies on generalities (lists) rather than specifics (development).
- uses general and/or inconsistent language.
- contains sentences that are generally clear but may lack variety and complexity.
- attempts to use some literary or stylistic techniques.
- may lack complexity, freshness of thought, and/or individual perspective.
- demonstrates some notion of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling which may be distracting to the reader.

1 Point

The paper:

- may lack evidence of a beginning, middle, and end.
- contains little or no evidence of paragraphing.
- is difficult to follow and lacks focus.
- does not progress in a logical order, and may digress to unrelated topics.
- lacks cohesion.
- may address the topic, but lacks development.
- has little or no distinction between main and subordinate ideas.
- uses imprecise and immature language.
- contains sentences that lack variety and clarity.
- shows little or no evidence of literary or stylistic techniques.
- lacks complexity, freshness of thought, and individual perspective.
- demonstrates little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling which are distracting to the reader.